DOCUMENT RESUME

ED 300 312 SO 019 420

TITLE Social Studies Scope & Sequence Learner Outcomes: Grades 9-12 .
INSTITUTION Duluth Public Schools, Minn.
PUB DATE 86
NOTE 57p.; For related documents, see SO 019 419.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Affective Objectives; Behavioral Objectives; *Civics; Cognitive Objectives; *Course Objectives; Curriculum Guides; *Economics Education; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *Skill Development; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS *Minnesota (Duluth)

ABSTRACT

This curriculum guide covers the objectives for grades 9-12 social studies classes in civics (grade 9), U.S. history after 1865 (grade 11), and government and economics (grade 12). The skill levels to be obtained are itemized under "Skills for High School," and include reading skills, study skills, reference and information search skills, intellectual skills, decision making skills, group interaction skills, social and political participation skills. Nine cognitive objectives, seven process objectives, and seven affective objectives are presented in a checklist format. (DJC)

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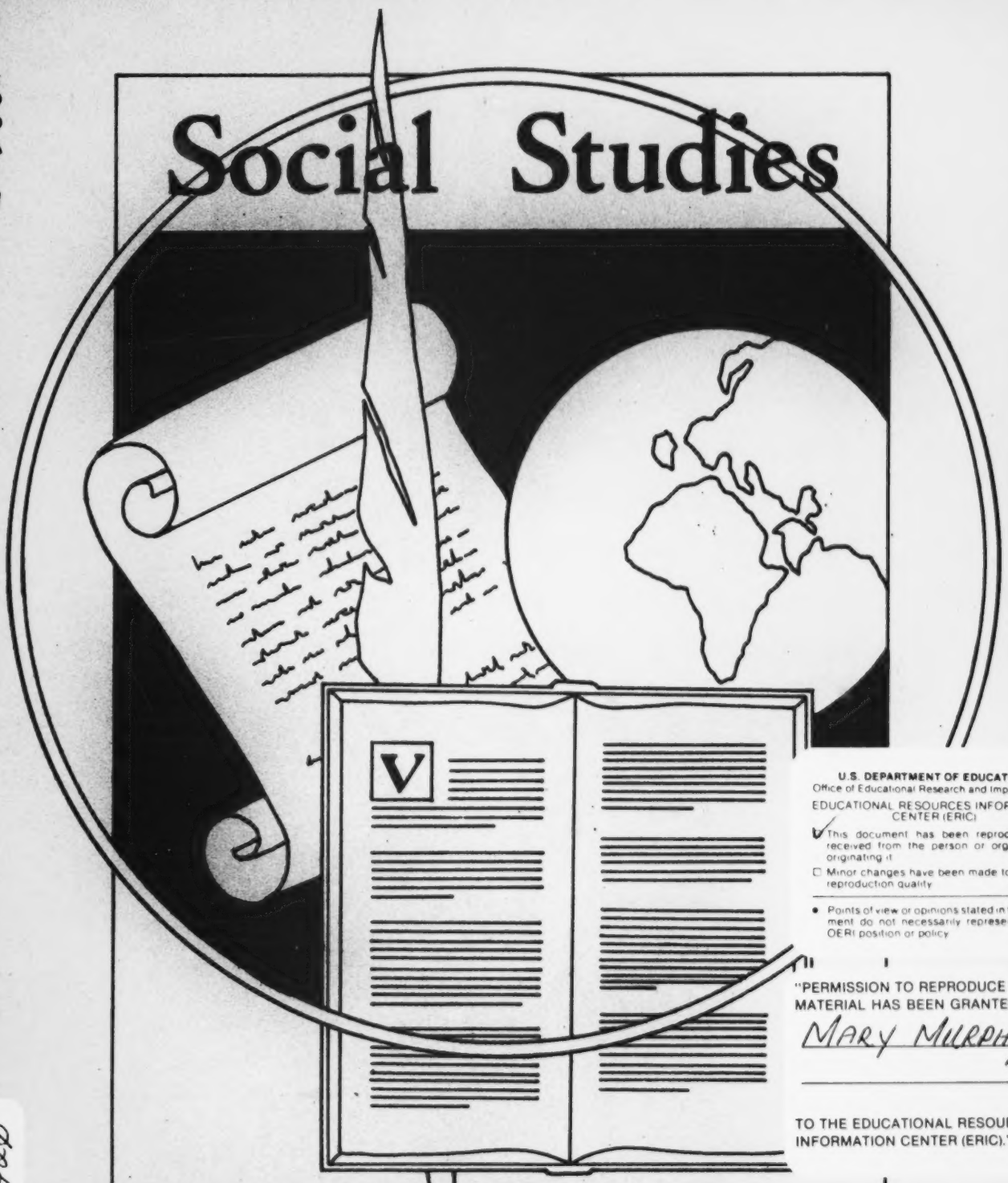
Social Studies



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Scope & Sequence Learner Outcomes

Duluth Public Schools

30 819 420

Social Studies is a study of **people** as they interact through space and time. The emphasis should be on the word people, how they organize themselves, exchange goods and services, and solve the problem of living. The various disciplines which constitute the social studies are identified as sociology/anthropology, economics and psychology.

During the 1984/85 school year the elementary/secondary social studies committee dedicated themselves to writing K-8 curriculum to be implemented in all schools across the district. The goal was to ensure consistency at each grade level and sequential growth in content and process skills.

In addition to content taught in the social studies courses, the committee saw a need to encourage higher order skills, study skills and citizenship skills. The committee saw the need to provide students with the tools to make informed decisions in social, economic and political life.

I wish to thank the following persons for their dedication and enthusiasm throughout the process of coordinating the social studies into scope and sequence.

JUNIOR HIGH AND SENIOR HIGH SOCIAL STUDIES COMMITTEE

Barbara Hakala	Chairperson	CAB
Ann Zweber	Principal	Central
Tom Donahue	Teacher	Morgan Park
Al Merry	Teacher	Washington
Perry Rowlison	Teacher	Washington
Pam Roth	Teacher	Woodland
Bill Sega	Teacher	Ordean
John Hoffbauer	Teacher	Ordean
Dick Gastler	Teacher	Denfeld
John Mattson	Teacher	Denfeld
Dennis Velander	Teacher	Central
Sandy Jablonski	Teacher	East
Patrice Curran	Teacher	Unity

9TH GRADE CIVICS - GOVERNMENT

I. Classifies and analyzes citizenship in the following areas:

- A. Duties and Responsibilities
- B. Historical background
- C. Immigration era (old and new)
- D. Current elections

II. Compares and analyzes forms of government and their effects:

- A. Types of government
  1. Democracy
  2. Monarchy
  3. Totalitarian
  4. Republic
  5. Federalism
  6. Dictatorship
- B. Ideals of the American Government
- C. Effects on people

III. Interprets and analyzes the three main parts of the constitution:

- A. Preamble (understanding the concepts)
- B. Amendments
- C. Articles

IV. Identifies, compares, and analyzes the government branches at both <u>state</u> <u>and</u> <u>federal</u> <u>levels</u>:

- A. Legislative
  1. Bicameral - Unicameral
  2. House - Senate - qualifications
  3. Election process
  4. Powers of House and Senate
     - a. Checks and balances
     - b. Separation of pwer
  5. Committee organization
  6. Passing bills into law
  7. Congressional benefits
  8. Parliamentary procedure
- B. Executive
  1. Office qualifications
  2. Election process (President)
  3. Powers of office

4. Cabinet (13 positions)
5. Executive offices and agencies
6. Presidential benefits
7. Governor as executive

C. Judicial

1. Office qualifications
2. Appointment process
3. Federal court system
4. State courts
5. Judicial review
6. Famous Supreme Court decisions

V. Interprets and analyzes the three main types of law, their definitions, and what constitutes each type. Analyzes, interprets, and evaluates the types of juries, their processes, and correctional forms.

A. Respect for and reasons why we have laws
B. Types of laws

1. Civil law - definition

a. torts
b. contracts
c. family
d. renters and homeowners
e. negligence
f. liability
g. lien

2. Criminal law - definition

a. misdemeanor
b. felony
c. murder - 1st, 2nd, and 3rd
d. manslaughter - (voluntary and involuntary)
e. types of assault

3. Juvenile law - definition

a. ideas and rights
b. juvenile vs. adult
c. school law

C. Juries (types and terminology)

1. Grand
2. Petit trial jury

a. criminal
b. civil
c. jury selection

D. Steps of jury process

1. Arrest
2. Indictment
3. Hearings
4. Trial

E. Forms of Corrections

VI. Analyzes and interprets some basic ideals of the market system

A. Market System

1. supply and demand
2. free enterprise
3. role of business, consumer, and government

B. World of Work

1. why people work
2. how careers are chosen

VII. Compares and Analyzes Foreign Affairs

11TH GRADE AMERICAN HISTORY

1. Identifies and locates the political boundaries of nations who have had an influence on the United States since 1865 to the present (e.g., continents).

   a. Europe
   b. Asia
   c. Latin America
   d. Africa

2. Relates how actions of the American government (national, state, and local) and special interest groups have affected the treatment of those considered minorities in the United States such as:

   a. Blacks
   b. Women
   c. youth
   d. Indians
   e. Hispanics
   f. Asians

3. Describes how various ethnic groups have contributed to the political, economic, and social development of the United States.

   a. Old Immigration - Northern and Western Europe, Africa, Asia
   b. New Immigration - Southern and Eastern Europe, Asia
   c. Latin American
   d. Southeast Asia

4. Expresses geographical divisions have affected political, social, and economic life in the United States.

   a. North-South
   b. East-West
   c. Urban-Rural
   d. Large states-Small states
   3. Agribusiness-Industrial

5. Relates how United States foreign policy has affected our relations with other nations since the Civil War such as:

   a. Expansionism
   b. Open Door Policy
   c. Isolation
   d. League of Nations - United Nations
   e. Truman Doctrine - Cold War
   f. Marshall Plan
   g. Peace movements prior to WWII
   h. Recognition of China 1973
   i. Detente'
   j. SALT Treaties
   k. Latin-American Policy
   l. Middle East Policy
   m. Asian Policy
      1. Korea
      2. Viet Nam

6. Relates how domestic policy has affected the social, economic, and political conditions of all people in the United States such as:

   a. Civil Rights policies
      1. Minorities
      2. Women
   b. Immigration policies
   c. Industrial policies
   d. Agricultural policies
   e. Labor policies
   f. Policies on distribution of wealth

7. Identifies the causes of war and how the effects have influenced our foreign and domestic policies.

8. Relates how economic life has been affected by:

   a. Fiscal policy
   b. Monetary policy
   c. Laisse Faire
   d. Strict government control

12TH GRADE GOVERNMENT

I. Classifies and analyzes citizenship

II. Demonstrates an awareness of the election process and identifies current issues and candidates

1. Candidate selection
2. Election process
3. The campaign
4. Voting process
5. Citizen involvement
6. Analysis of outcome

III. Describes and analyzes the federal government

IV. Identifies, compares, and analyzes the three government branches at state and local levels in Minnesota and interprets the effects upon the people.

A. Legislative

1. Bicameral and Unicameral
2. Districts

a) Congressional (8)
b) Legiglative (67)
c) County
d) City
e) School

B. Executive (Governor)

1. Qualifications

a) elected
b) appointment process

2. Responsibilities, powers, and duties
3. Governor's staff

C. Judicial

1. Types of courts

a) supreme
b) appelate
c) district
d) county

2. State judicial districts
3. Law enforcement

a) highway patrol
b) sheriff
c) city police
d) constable

V. Identifies, compares, and analyzes the three government branches at state and local levels and interprets the effects upon the people.

A. Types of local governments

1. County
2. City
3. Village
4. Township
   a) corporated
   b) unincorporated
5. Metropolitan
6. School boards
7. Councils (local)

B. Statutes and ordinances

1. Passage and vetoing
2. Interpretation of law

C. Financing government

D. Parliamentary

VI. Identifies, compares, and analyzes types of governments and interprets the effects upon the people.

A. Types of governments

1. Dictatorship
2. Monarchy
3. Totalitarian
4. Democracy
5. Republic
6. Federalism

B. Foreign affairs

1. Established world organizations

   a. United Nations
   b. NATO
   c. SEATO
   d. Summit Conferences

2. Prominent world leaders

   a. Past
   b. Present

12TH GRADE ECONOMICS

I. Introduction

A. Illustrates the concept of scarcity:

1. in their own life
2. in business or school
3. in the economy or government

B. Applies the concept of trade off (or opportunity cost):

1. in their own life
2. in business or school
3. in the economy or government

C. Illustrates the theory of comparative advantage and how it relates to the first, second, and third world nations.

D. States in their own words the basic economic questions

1. what?
2. how?
3. for whom?

E. Applies the questions above (what, how, for whom) to the four different forms of economic organizations:

1. tradition
2. command (i.e., planned)
3. market
4. mixed

F. Explains and illustrates these goals of the American economy:

1. price stability
2. full employment
3. economic growth

G. Evaluates the extent to which the market system meets these economic goals.

II. Micro-Economics

A. Demonstrates the interaction of supply and demand in the determination of:

1. prices
2. quantity
3. changes in goods and services

B. Differentiates between the working of a pure market economy, and situations of government interference and more concentrated market structures.

C. Illustrates a knowledge of the history of the labor union movement and applies this knowledge to the current labor situation.

D. Derives from a knowledge of business organizations the significance of how each may serve our economy.

E. Examines and makes assumptions regarding the reasons for the current income distributions in this country.

F. Analyzes how economic developments affect the environment.

III. Macro-Economics

A. Relates significant data to the goals of the economy.

1. Gross National Product
2. Consumer Price Index
3. Employment and unemployment

B. Applies the tools of monetary policy through the workings of the Federal Reserve System to achieve the goals of the economy.

1. Federal Reserve System

a. Creation of money
b. Regulation function

C. Applies the tools of fiscal policy to achieve the goals of the economy.

1. Income and expenditures in the federal budget
2. Changes in the federal budget

D. Illustrates the theory of comparative advantage and its relationship to advantageous exchange between:

1. people
2. sections of a nation
3. nations

SKILLS FOR HIGH SCHOOL

I. READING SKILLS

A. Comprehension

1. Reads for meaning
2. Uses chapter heading, topic sentences, pictures, and summarizes.
3. Differentiates main ideas
4. Draws inferences
5. Detects cause and effect
6. Distinguishes fact and opinion
7. Recognizes author bias
8. Reads critically and analytically to form an opinion
9. Reads a variety of printed materials (books, magazines, newspapers)

B. Vocabulary

1. Uses context clues for meaning
2. Uses appropriate source to gain meaning (dictionary, glossary, test, word test)
3. Recognizes and uses social studies terms

II. STUDY SKILLS

A. Finds Information

1. Uses key words, index, table of contents
2. Uses appropriate source of information
3. Listens for information

B. Arranges Information in Usable Form

1. Makes outline of topic
2. Prepares summaries
3. Makes timelines
4. Takes notes
5. Uses italics, margin notes and footnotes
6. Writes reports and/or research papers
7. Prepares bibliography

III. REFERENCE AND INFORMATION SEARCH

A. Library Skills

1. Uses the card catalog
2. Uses the Readers Guide to Periodical Literature
3. Uses computer catalog service

B. Uses appropriate reference material

C. Uses maps and globes effectively

D. Uses graphs and charts effectively

E. Interprets political and social cartoons

F. Interprets primary sources of historical data

G. Operates a computer for instruction or to access information

IV. INTELLECTUAL SKILLS

A. Classifies Information

1. Identifies relevant material
2. Groups in categories according to appropriate criteria
3. Sequences by order of occurrence or importance
4. Places data in charts, graphs or illustrations

B. Interprest Information

1. Detects cause and effect
2. Draws inferences
3. Predicts outcomes from information

C. Analyzes Information

1. Organizes key ideas in a topic
2. Critically examines the relationship among the ideas in a topic
3. Detects bias in data presented in a topic

D. Sumarizes Information

1. Identifies significant ideas
2. Combines critical concepts into a statement of conclusion
3. Forms opinion from examination of relevant information

E. Synthesizes Information

1. Reinterprets events to show what **might** have happened
2. Communicates orally and in writing

V. DECISION-MAKING SKILLS

A. Identifies situations requiring a decision

B. Secures needed information

C. Identifies alternative courses of action

D. Makes decision based on data

E. Takes action to implement the decision

VI. GROUP INTERACTION SKILLS

A. Participates in making rules, setting goals, organizing, planning decision making and action in group setting.

VII. SOCIAL AND POLITICAL PARTICIPATION SKILLS

A. Keep informed on issues affecting society and world

B. Identifies situation in which social action is needed

C. Understands need to work individually or in groups to influence those in power

D. Accepts responsibilities accompanying citizenship in a free society.

SOCIAL STUDIES STUDENT GOALS, OBJECTIVES
AND STUDENT OUTCOMES

SECTION I: COGNITIVE OBJECTIVES

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and ideas.

	9	11	Econ 12	Govt 12
A. Acquires knowledge about social organization.				
1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.	X	X	X	X
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	X	X	X	X
3. Describes some of the functions of groups such as family, peer, community, professional, national, and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.	X	X	X	X
4. Describes some of the functions of basic institutions (e.g., educational, labor, consumer groups, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	X	X	X	X
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	X	X	X	X
6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.	X	X		X
B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.				

	9	11	Econ 12	Govt 12
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions) and compares these influences with those in other cultures.	X	X	X	X
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	X	X	X	X
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	X	X	X	
4. Describes some ways ideas, customs, and inventions have been transmitted and spread from one people to another.	X	X	X	X
5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social, political and economic life.	X	X	X	X
6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	X	X	X	X
7. Describes and evaluates some of the effects of population density and growth on the way people live.	X	X	X	X
8. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies.	X	X	X	X
9. Gives examples of some effects on social institutions that may result from contact between cultures.	X	X		X
10. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture.	X	X		

	9	11	Econ 12	Govt 12
C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.				
1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world.		X		
2. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.	X	X	X	X
a. understands relationships between people and the natural and human made environments, including:	X	X	X	X
1. understanding relationships between the location of human activities and the natural environment (e.g., how trade routes historically developed along waterways; why mining occurs in areas of high mineral content).		X	X	
2. understanding how the natural environment influences the human made environment (e.g., why people on the prairies build sod houses; why people in California build earthquake resistent buildings, etc.).		X		
3. understanding influences of the natural environment on the shaping of culture (e.g., the impact of the snow on the Eskimo culture; the impact of resources on the mining or lumber industry of Northeast Minnesota).		X	x	
4. understanding relationships between economic, political, social and aesthestic decisions and the use of the natural and human made environment (e.g., effects of zoning and apportionment; patterns of land use in agriculture and mining; the use of technology to shape or change the environment; decisions about the height of buildings in a city or permitting billboards along highways).	X	X	X	X
5. understanding the relationships between the use of the environment, people's attitudes and perceptions about it and their ability to change it (e.g., a hot, arid desert may be used as a grazing place	X	X	X	X

	9	11	Econ 12	Govt 12
by nomads, it can be irrigated and farmed by others and/or become a winter resort in another culture, the depletion of mining resources to tourism in Northeastern Minnesota).				
6. recognizing the potential of various societies to use and abuse the natural environment (e.g., highly technological societies extract far more natural resources from the earth than do other societies and have the capability to upset the balance of the eco-system).	X	X	X	X
7. understanding the relationships between the limitations of the natural and human-made environment and the possible uses of those environments by human beings (e.g., agricultural land use is directly related to the length of the growing season; accessibility is a factor in urban land values; migration is partially a result of perceived opportunities for use of new resources).		X	X	
8. understanding effects of the world-wide limitations of non-renewable resources on future development on political powers of depleting available resources before new sources can be found or created).	X	X	X	X
9. recognizing the costs and benefits of alternative uses of the natural and man-made environment (e.g., building a dam to supply power and produce power for industry at the cost of destroying a mountain valley).		X	X	
b. demonstrates awareness of world concerns, including:	X	X	X	X
1. identifying common concerns of people around the world (e.g., food production; population; disease; racism; resource use; environment; conflict and violence; cultural diversity; basic rights).	X		X	
2. understanding that the criteria for evaluating concerns may vary from culture to culture.	X	X	X	

	9	11	Econ 12	Govt 12
3. understanding possible worldwide effects of decisions made by individuals, communities and nations (e.g., effects of domestic and foreign policy decisions, economic boycotts, pollution, the use of pesticides).	X	X	X	X
4. creating, analyzing and evaluating alternative futures for the world (e.g., forecasting what future value systems or lifestyles may be like; forecasting the form of future economic,political or social orders; predicting the uses of technology in the future; projecting current trends into the future).	X	X	X	X
3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.		X	X	
4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies.				
D. Acquires knowledge about decision-making processes.				
1. Gives examples of some decisions made at home, in school, in peer groups, or at work, which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior.	X	X	X	X
2. Identifies decisions made about the production and distribution of goods in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	X	X	X	X
a. understanding economics in the United States and its relationship to world interdependence, including:	X	X	X	
1. identifying some of the basic economic goals (e.g., freedom, economic efficiency, equity, full employement, price stability, security, growth, and environmental protection).	X	X	X	

	9	11	Econ 12	Govt 12
2. understanding some of the basic economic decisions that need to be made in order to achieve basic goals (e.g., what to produce, how to produce, and for whom should the production be directed).			X	
3. understanding the relationships between the basic economic resources of land (natural resources), labor (human, physical work plus managerial ability), and capital (human-made resources such as machines).			X	
4. understanding the concepts of scarcity, trade offs, and competition in making economic decisions.			X	
5. understanding the role of tradition, markets, and authority in economic decision-making.	X	X	X	
a. the role of tradition (e.g., the influence of decisions made in earlier times or by earlier generations; the influence of national origin, race, sex, and social class on various economic decisions).		X	X	
b. the role of authority (e.g., the influence of the government and industrial and business leaders on economic decision-making).		X	X	
c. the role of markets (e.g., the influence of the exchange of products and services by consumers, producers, workers, savers, and investors on economic decision-making).		X	X	
6. understanding the role of the government (e.g., providing the broad framework of rules and regulations under which the economy and its participants operate; directing resources from private use to public use for defense, education, roads and other public purposes; altering the distribution of income and wealth; attempting to moderate recessions and inflation).	X	X	X	X
7. understanding how savings and investments facilitate economic growth and change.			X	

	9	11	Econ 12	Govt 12
8. understanding the role of prices in the economy (e.g., coordination, of supply and demand intentions; determination of how savings are invested and what is produced; an allocation of products, services, and incomes among people).			X	
9. understanding factors that influence economic behavior (e.g., profits, wages, interest rates, rents, location, division of labor).			X	
10. understanding potential conflicts between basic economic goals (e.g., full employment versus price stability, economic freedom versus economic security, economic growth versus economic security, economic growth versus environmental quality, national versus world interests).			X	
11. understanding the relationship between specific economic goals and overall societal values (e.g., automation may increase productivity but also may result in unemployment, government control of farm prices may help to curb inflation but may also affect the independence of the farmer).			X	
12. understanding the effects that inflation, depression, stagflation, and recession have on individuals and groups.		X	X	
13. identifying similarities and differences between the overall economic system in the United States and that of other countries (e.g., the United States relies less on national planning than some countries in Western Europe or the Soviet Union).			X	
14. understanding similarities and differences between resource distribution, production levels, technology and consumption patterns in the United States and in other countries.			X	
15. understanding economic concepts as they apply to individual decision-making (e.g., opportunity cost--time or money might be spent in some other way; cost benefit analysis--weighing consequences of how one spends their money and time.			X	

	9	11	Econ 12	Govt 12
16. understanding the relationship between business, labor and alternative forms of business organizations, and government; the roles each plays in economic and political life and contributions each make to society.	X	X	X	X
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	X		X	X
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action, on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.	X		X	X
5. Demonstrates knowledge of the reasons for rules and laws within a society.	X	X		X
a. understanding the basis and organization of the legal system in the United States.	X	X		X
1. understanding purposes of law (e.g., protect individual and group rights, liberties, and safety; protect property; define punishment; preserve social and political institutions; provide guidelines for social and political changes, redress grievances; provide rules for economic and social relationship; provide basis for resolution of conflicts).	X			X
2. understanding the legal and judicial process (e.g., role of courts, administrative agencies, plea bargaining).	X			X
3. understanding how legal and judicial decisions are made (e.g., by applying statutes and case law; through public opinion and politics through Supreme Court decisions).	X	X		X
4. understanding how the law limits government action constitutionally (e.g., checks and balances; separation of powers; due process; freedom of expression; right to privacy; sunshine laws; freedom of information acts).	X			X

	9	11	Econ 12	Govt 12
5. understanding the dynamic nature of law (e.g., development of limitations on private property to protect civil rights; the right to privacy; liability for manufactured products; changing balance between obscenity laws and freedom of expression).	X			X
6. understanding limitations of formal legal processes in settling disputes (e.g., costs, delays, lack of flexibility, impersonal nature) and recognizing alternatives (e.g., arbitration; mediation; informal private settlement; small claim courts; private courts; out of court settlement).	X			X
7. understanding how conflicts in laws or principles are resolved (comparing statutes; applying case law; applying constitutional principles).	X	X		X
8. understanding how laws create conflicting moral obligations (e.g., right to liberty guaranteed in Constitution vs. confinement of Japanese-Americans in 1942 as result of Evacuation Orders; duty of military personnel to follow orders vs. the Nuremburg principle obligating one to disobey illegal orders).	X	X		X
9. understanding that the judicial system provides for both public and private justice (e.g., individual justice such as interpreting private contracts; public justice such as prosecution for crimes and class actions to enforce group rights).	X	X		X
10. understanding how laws can be changed (e.g., constitutional amendments; initiatives; referendums; court decisions).	X	X		X
b. understanding civil and criminal justice systems in the United States including:	X	X		X
1. recognizing the existence of civil and criminal justice systems (e.g., embezzlement is handled by criminal system, repayment of embezzled funds by civil system; traffic accident can involve a civil suit for damages as well as criminal prosecution).	X			X

	9	11	Econ 12	Govt 12
2. knowing the options and resources of the criminal justice system (e.g., right to counsel; right to call witnesses in defense and to testify for oneself; freedom from illegal police methods--searches, harsh interrogation, torture, freedom from cruel and unusual punishment).	X			X
3. knowing the duties of participants in the court (e.g., jurors to consider evidence heard in court and to judge by reasonable standards; duty of judge to ensure fairness; duty of lawyers to represent clients).	X			X
4. understanding factors that might affect justice (e.g., publicity; monetary status; social status; national origin; race; sex; inadequate council; biased jury or judge; arbitrary sentencing; prison conditions; plea bargaining; juvenile procedures).	X			X
5. understanding changing concepts of justice (e.g., social conditions vs. individual responsibility; vigilante justice vs. legal process).	X	X		X
6. understanding changing concepts of punishment (e.g., vengeance; isolation; deterrents; rehabilitation; juvenile system).	X			X
7. identifying similarities and differences between the American justice system and other systems.	X			X
6. Describes some of the reasons why people form governments.	X			X
7. Identifies the structure and function of government within their school and community.	X			X
8. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making.	X	X		X
a. knowing specific constitutional rights and liberties guaranteed in United States Constitution and state constitutions (e.g., freedom of speech, press, and religion, right to privacy).	X	X		X

	9	11	Econ 12	Govt 12
b. understanding situations in which rights have been denied (e.g., denial of voting privilege; censorship of press; discrimination based on race, national origin, religion, sex, age, social status or political views; illegal search, arrest, or detention; denial of legal assembly to protest; invasion of privacy; denial of fair or speedy trial, denial of treaty rights).	X	X		X
c. understanding that an individual's rights may conflict with those of another individual or with general welfare (e.g., right of an owner to select tenants vs. the right of housing without discrimination; right of people to assemble vs. laws protecting public from unnecessary noise or disruptions; freedom of press vs. right to fair trial).	X	X		X
d. encouraging ethical and lawful behavior in others (e.g., serving as a model of ethical behavior; informing others about laws and regulations and the reasons for them; condemning denials of equal rights; praising others for ethical stands; supporting civil officials who perform duties with the high competence; avoiding approval of unethical or illegal behavior; voting for and encouraging passage of just laws).	X			X
e. complying with local, state and federal laws (e.g., reporting crimes or accidents to proper authorities; honoring contracts; obeying laws related to areas such as taxes, employment, licensing, driving).	X			X
f. opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means (e.g., recognizing that behavior may be legal but not ethical; calling attention to specific injustices by discussions, appeals to authority, letters, petitions, and protests; using constitutional methods to change or repeal laws, policies, and decisions which are unworkable or unjust; using nonviolent civil disobedience when lawful channels have been exhausted; opposing irresponsible acts of public officials by calling them to public attention).				X

	9	11	Econ 12	Govt 12
g. defending rights and liberties of all people (e.g., protest harassment of poor, transients, minorities or other groups when it occurs; defend right of people with unpopular views to express their opinions; defend rights of accused to have due process of law; support government actions designed to insure rights and liberties of others; juvenile processes).	X			X
h. supporting equal opportunity in areas of life such as politics, housing, education, employment, and recreation (e.g., being unbiased in your attitudes and opinions, taking opportunities to work and play with diverse people; awareness of extent of unequal opportunities and participation in efforts to remedy these situations; supporting organizations or movements that support equal opportunity).	X			X
9. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making.	X			X
10. Identifies the changing relationships in the division of power between local, state and national governments, and analyzes some effects these relationships have on the decision-making process.	X	X		X
11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process.	X	X		X
a. understanding voter behavior (e.g., who participates, why and to what extent; the characteristics of voters and non-voters; why people do or do not vote the way they do).	X	X		X
b. understanding the role of political parties (e.g., the development of the two-party system and the role of other parties; the structure and composition of the political parties; the various functions that political parties serve such as bringing together diverse interests, recruitment of members and political leaders).	X	X		X

	9	11	Econ 12	Govt 12
c. understanding the role of interest groups (e.g., the development of interest groups; the structure and composition of interest groups; various functions of interest groups such as lobbying for special needs, political mobilization, influencing public policy decisions; comparison of the interest groups in the United States with those in other countries such as community groups, military interest groups, religious interest groups).	X	X		X
d. understanding nomination, campaigning procedures (e.g., how one becomes a candidate; campaign styles and techniques; role of media and interest groups; election laws; spending and sources of contributions).	X	X		X
e. understanding how, when, and with what qualifications public officials are elected, appointed or nominated.	X	X		X
f. understanding how public officials can be removed from office (e.g., recall; impeachment; defeat in regular election).	X	X		X
g. understanding registration and voting procedures and how these have changed over the years (e.g., age and residence qualifications; use of voting machines).	X	X		X
h. comparisons of the electoral process in the United States with that of other countries.	X			X
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made.		X	X	X
13. Identifies and explains factors affecting political decision-making by elected officials.	X	X		X
14. Identifies some factors (e.g., lack or distortion of data, no clear cause-and-effect relationship, impact of time, conflict of values) that make political and economic decision-making processes difficult and uncertain.			X	X
15. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.			X	X

	9	11	Econ 12	Govt 12
16. Identifies major factors which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process.			X	X
17. Identifies and explains some of the political and economic interactions among nations.		X	X	X
E. Acquires knowledge about conflict and the impact it has on individual and group relationships, and makes value judgments about these relationships.				
1. Identifies potential sources of conflict in groups (e.g., community, national and international).	X	X	X	X
2. Identifies specific situations in the community, national and international areas, where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.			X	X
3. Identifies ways conflict has been handled in community, national, and international situations and describes methods used in trying to resolve such conflicts.		X	X	X
4. Explains how conflict may affect relationships between individuals and between groups of people.	X	X		X
5. Gives constructive ways of handling conflict situations.	X	X	X	X
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.				
1. Identifies objects, feelings and ideas important to people in different places, and at different times, and explains why some things are valued more in some places and times than in others.	X	X	X	X
a. understanding how the ways we perceive ourselves and other people physically, psychologically and socially are influenced by the values and patterns of behavior of the groups to which we belong, aspire to and identify ourselves with.		X		

	9	11	Econ 12	Govt 12
b. understanding how groups use measures such as incentives, threats, acceptance, rejection, sanctions, and rewards.	X	X		X
c. understanding the types of decision-making within groups (e.g., negotiation; bureaucratic; democratic, authoritarian; majority rule; default; force of tradition).	X	X	X	X
2. Describes ways people express their feelings and preferences for objects and ideas.	X		X	X
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.		X		
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.				
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.		X		
H. Acquires knowledge about the influences that beliefs and values have on relationships between people.				
1. Compares and contrasts the beliefs and values of two groups of people, and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.	X	X	X	X
2. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation, and explains the consequences of each alternative.	X	X	X	X
3. Evaluates the variety of ways groups are interdependent (e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income; political parties depend on ethnic groups to produce votes and ethnic groups depend on political parties for community services).	X	X	X	X

	9	11	Econ 12	Govt 12
4. Evaluates types of intergroup cooperation (e.g., business and labor cooperate to acquire a government contract; the PTA, school board, teachers union and state educational agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation).	X		X	X
5. Evaluates types of intergroup competition (e.g., businesses compete for customers by cutting prices; politicians compete for votes by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races).	X	X	X	X
6. Analyzes types of intergroup conflict (e.g., wars, riots, strikes, boycotts, demonstrations).		X	X	X
7. Evaluates types of intergroup conflict resolution methods (e.g., bargaining, mediation, conquest, judicial decisions, subjugation).	X	X	X	X
8. Evaluates the variety of ways that people of the world are related and connected, including:	X	X	X	X
a. ecologically (e.g., sharing and conserving natural resources).			X	
b. economically (e.g., imports and exports; multinational corporations; international monetary system; economic alliances).		X	X	
c. politically (e.g., shared ideologies; international laws and agreements, treaties and alliances).	X	X		X
d. socially (e.g., personal, language, educational, religious, ethnic ties).		X		
e. technologically (e.g., new communication systems; space exploration; knowledge sharing; computer use).		X	X	
f. historically (e.g., movement of peoples; sharing of traditions; sharing of past experiences).	X	X		

	9	11	Econ 12	Govt 12
I. **Understands major social changes that have occurred in American society.**				
1. Evaluates urban development (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, education).	X	X		X
2. Evaluates rural development (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; impact of changes in agriculture--mechanization, credit, prices, marketing, production, specialization, subsidies, cooperatives; problems associated with rural development such as isolation, declining population, transportation, education, social services).	X	X	X	
3. Evaluates the impact of technology on society (e.g., improved communications, development of large industries; mechanization of agriculture; mobility of work force, specialization of labor, changes in careers and occupations, growth of a service economy).	X	X	X	
4. Evaluates changes in racial/ethnic relations (e.g., contributions of various groups; immigration policies and settlement patterns; processes of acculturation; effects of discrimination and persecution; government policies; court decisions; desegregation of public facilities; awareness of needs; civil rights movements).	X	X		X
5. Evaluates changes in male and female roles (e.g., sex stereotyping; discrimination in income, education and employment; liberation and protest movements; government policies and laws; court decisions; Equal Rights Amendment; relationship of changing roles to technological, economic and political changes).	X	X	X	X
6. Evaluates changes in work patterns (e.g., the work ethic; concepts of achievement and success; unemployment and underemployment patterns; effect of occupational mobility; impact of automation; development and influence of labor unions; the use of leisure time; importance of education and training).		X	X	

	9	11	Econ 12	Govt 12
7. Evaluates changes in population patterns (e.g., birth rate, increased life expectancy, needs of senior citizens).	X	X	X	
8. Evaluates social problems such as alienation, poverty, health, crime, aging, drug abuse, pollution and racism and their interlocking relationships, abuse of children, spouses.	X			
9. Evaluates the development of educational institutions (e.g., development and organization of public educational system, effect of federal and state involvement, training of teachers, control of schools, costs and benefits of education, changing curricula, alternatives to public or formal education, vocational education, equality of education, special education).		X		
10. Evaluates development of religious institutions (e.g., constitutional view of relationship between church and state, judicial decisions relating to religious beliefs).				X
11. Evaluates the effects of demographic changes (e.g., settlement patterns--old young, north-south, urban-rural, limiting resources--water, services).	X	X		
SECTION II: PROCESS OBJECTIVES				
II. Develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems clarifying issues.				
A. Identifies the central problem in a situation; identifies the major issue in a dispute.				
1. Clarifies vague and ambiguous terminology.	X	X	X	X
2. Distinguishes among definitional, value and factual issues in a dispute.	X	X	X	X
B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.			X	

	9	11	Econ 12	Govt 12
1. Uses processes of logic (e.g., scientific method, sequencing, measuring, formulating models).			X	
C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.	X	X	X	X
1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, fiction radio, television, computers, aerial photography, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, community resources).	X	X	X	X
2. Distinguishes between relevant and irrelevant sources.	X	X	X	X
3. Distinguishes between reliable and unreliable sources.	X	X	X	X
D. Demonstrates ability to use reliable sources of information.	X	X	X	X
1. Uses more than one source to obtain information.	X	X	X	X
2. Develops questions appropriate for obtaining information from sources.	X	X	X	X
3. Records observations and information obtained from sources.	X	X	X	X
4. Identifies points of agreement and disagreement among the sources.			X	X
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.				
1. Identifies central elements in information.	X	X	X	X
2. Classifies information.	X	X	X	X
3. Distinguishes statements of fact from statements of opinion.	X	X	X	X

	9	11	Econ 12	Govt 12
4. Distinguishes statements of inference from statements of fact.	X	X	X	X
5. Identifies stated opinions, biases, and value judgments.	X	X	X	X
6. Recognizes inadequacies or omissions in information.			X	X
7. Makes inferences from data.	X	X	X	X
8. Identifies cause and effect relationships and differentiates between causation and correlation.	X	X	X	X
9. Recognizes interrelationships among concepts.			X	X
10. Identifies nature of sample.			X	X
11. Identifies stated and unstated assumptions.			X	X
12. Summarizes information.	X	X	X	X
F. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, forecast and create scenarios.			X	X
G. Identifies judgments and values that are involved in the choosing of a course of action.	X	X	X	X
SECTION III: AFFECTIVE OBJECTIVES				
III. Examines own and others' feelings beliefs, and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.				

	9	11	Econ 12	Govt 12
A. Identifies the characteristics of the individuals, groups, institutions or associations, with which people identify (e.g., social, economic, ethnic, gender, religions, peer, age).	X	X		X
B. Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies, and compares and contrasts those goals.	X			
C. Develops the human relations skills and attitudes necessary to communicate with others.				
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics, when presented with such opportunities.	X	X	X	X
2. Respects the rights of others consistent within the framework of law and to behave in ways congruent with their value system.	X	X	X	X
3. Encourage others to express their feelings and opinions.	X	X	X	X
4. Demonstrates understanding of others' viewpoints and feelings.	X	X	X	X
5. Asks for clarification and elaboration of ideas of others. Clarifies and elaborates own ideas.	X	X	X	X
6. Provides emotional and intellectual support for others.	X	X	X	X
D. Expresses awareness of the physical, intellectual and social conditions of human beings, and suggests ways these can be improved.	X	X	X	X
E. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.	X	X	X	X
F. Demonstrates effective involvement in social interaction.	X	X	X	X
G. Is developing a positive feeling about one's self.	X	X	X	X